

**Educational Organizational Management System (EOMS)
Manual**

ISO 21001:2018 Standard

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Preamble

This document articulates ZES commitment to quality and continuous improvement. It gives an outline of the key processes with reference to the policies and procedure that comprises ZES Educational Organizational Management system (EOMS) and provides a holistic and integrative view of the quality management of the ZES activities.

The Zeal Education Society adopts the Educational Organizational Management system (EOMS) across all the group of the institute under Zeal Umbrella. The implementation of the EOMS is intended to improve and sustain the overall performance of business and services of the society as well as to enhance the satisfaction of learners, other customers, and personnel through the effective application of its EOMS. The institute's EOMS manual is intended as a guide and reference document for all faculty and staff and should be read in conjunction with the ZES's policies, regulations procedures, and associated documents which include, but are not limited to work instructions and guidelines.

The EOMS Manual is used externally to introduce the elements of the EOMS to Interested Parties and other external organizations even to the extent necessary.

Sr. No.	Nature/Details of Revision	REV No.	Date	Sign of EOMS Head
01	First Issue of EOMS Manual as per ISO 21001:2018	00	21.06.2019	

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Profile of the Institute:

Zeal Education Society, Pune established in 1996 with the vision “ *To empower Society with the Holistic development through Quality Education*”; started with the small education hub assortments from nursery to Ph.D. with special focus on engineering and management courses, which is now transforming into giant knowledge corridor for India. Zeal is well known as an “*Educational venture of Zeal Industries*” The society is having 8 institutes under its umbrella Zeal Polytechnic, Engineering, Management Studies (MBA & MCA), Schools, Jr. College, D.Ed. & B.Ed. where more than 10,000 students are sculpting their career in various fields.

Zeal Institute of Management and Computer Application(ZIMCA):

ZIMCA is one of the finest centers of management education excellence under the umbrella of Zeal Education Society and versatile leadership of Hon. Shri. S.M. Katkar (Founder Director, ZES Pune) and transformational leadership of Mr. Jayesh Katkar (Executive Director, ZES Pune) approved by AICTE, New Delhi, recognized by DTE (Government of Maharashtra), and affiliated to Savitribai Phule Pune University with the intake of 120 students.

Since its establishment in 2009, ZIMCA relentlessly works towards the path of excellence through its dynamic teaching-learning methodology.

ZIMCA is student-centric, participative and democratic management institute with an intensive focus to equip our student with a complete set of competencies both depth and breadth of knowledge, updated trends and analytical framework of courses beyond the curriculum.

Throughout the course of the MBA program, the emphasis is placed on improving employability quotient of young graduates, learners by developing business acumen and managerial competencies inclusivity ethics, principles and values-based management creating competent business managers.

ZIMCA believes in supplementing routine classroom teaching, with training and guidance from Industry experts and academicians in order to make the students to be Industry-ready individuals. We give our students that extra edge’ through continuous interaction with entrepreneurs, practicing managers and academic experts and periodic exposure to business organizations

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Through surveys. Interaction with all these experts will not only elevate the thinking-level but also enable a cross-fertilization of ideas and exchanges.

4.1 Understanding the organization and its context:

The Institute -ZIMCA determines external and internal issues that are relevant to its purpose, its social responsibility, and its strategic direction, and that affect its ability to achieve the intended outcomes of its EOMS. The relevant internal and external issues of the institute are determined by using the PESTEL and SWOT analysis tool.

The Institute -ZIMCA monitors and review information about these external and internal issues.

Same is reviewed during Management Review Meeting once in Year.

Refer Annex -1 – External Internal Issues –SWOC Analysis

4.2 Understanding the needs and expectations of interested parties:

Due to the impact or potential impact of various interested parties to the EOMS system in consistently providing products and services that meet the Learners and Beneficiaries requirement and comply with an applicable statutory and regulatory requirement. ZIMCA has identified the list of relevant interested parties determine their corresponding needs and expectations.

ZIMCA is committed to continually monitor, review and analyze information and relevant requirement of the interested parties to assure that requirements are effectively managed in the EOMS.

Refer Annex -2 – Needs and Expectations of interested parties

4.3 Determining the scope of the management system for educational organizations:

ZIMCA determines the boundaries and applicability of the EOMS to establish its scope.

When determining this scope, ZIMCA considers:

- a) the external and internal issues referred to in 4.1;
- b) the requirements of relevant interested parties referred to in 4.2;
- c) the products and services of the organization.

ZIMCA applies all the requirements of this document if they are applicable within the determined scope of its EOMS.

The scope of the EOMS will be available and be maintained as documented information.

SCOPE Of ZIMCA:

To Provide PG courses MBA in Finance, HR, Marketing, Operations and Supply Chain Management, and Business analytics.

Exclusion – 8.3 Design and development

Justification -Curriculum designed and developed by affiliating university.

4.4 Management system for educational organizations (EOMS)

4.4.1 ZIMCA establishes implements maintains and continually improve an EOMS:

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including the processes needed and their interactions, in accordance with the requirements of this document.

ZIMCA determines processes for the EOMS and their application throughout the Institute and:

- a) determines the inputs required and the outputs expected from these processes;
- b) determines the sequence and interaction of these processes;
- c) determines and apply the criteria and methods (including monitoring, measurement and related performance indicators) needed to ensure the effective operation and control of these processes;
- d) determines the resources needed for these processes and ensure their availability;
- e) assigns the responsibilities and authorities for these processes;
- f) address the risks and opportunities as determined in accordance with the requirements of 6.1;
- g) evaluates these processes and implement any changes needed to ensure that these processes achieve their intended results;
- h) Improves the processes and the EOMS.

4.4.2 To the extent necessary, ZIMCA:

- a) maintains documented information to support the operation of its processes;
- b) retains documented information to have confidence that the processes are being carried out as planned.

Refer Annex -3 – Process Input-Output Matrix

5.1 Leadership and commitment:

5.1.1 General:

Top management demonstrates leadership and commitment with respect to the EOMS by:

- a) being accountable for the effectiveness of the EOMS;
- b) ensuring that the educational organization policy and educational organization objectives are established and are compatible with the context and strategic direction of the organization;
- c) ensuring the integration of the EOMS requirements into the organization's business processes;
- d) promoting the use of the process approach and risk-based thinking;
- e) ensuring that the resources needed for the EOMS are available;
- f) communicating the importance of effective educational organization management and of conforming to the EOMS requirements;
- g) ensuring that the EOMS achieves its intended outcome(s);
- h) engaging, directing and supporting persons to contribute to the effectiveness of the EOMS;
- i) promoting continual improvement;
- j) supporting other relevant management roles to demonstrate their leadership as it applies to their areas of responsibility;
- k) supporting the sustainable implementation of the educational vision and related educational concepts;
- l) establishing, developing and maintaining a strategic plan for the organization;
- m) ensuring that learners' educational requirements, including special needs, are identified and addressed;
- n) Considering principles of social responsibility.

5.1.2 Focus on learners and other beneficiaries

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Top management is directly responsible for ensuring that:

- a) the needs and expectations of learners and other beneficiaries are determined, understood and consistently met, as evidenced by monitoring their satisfaction and educational progress;
- b) the risks and opportunities that can affect the conformity of products and services and the ability to enhance learner and other beneficiary satisfaction are determined and addressed.

5.1.3 Additional requirements for special needs education

A special needs learner is someone who might have educational needs that cannot be met through regular instruction and assessment practices (e.g. exceptionalities such as behavioral, communicational, intellectual, physical, giftedness, or other learner need for special education; learners can have more than one exceptionality). This implies the need to ensure the existence of communication channels so the interested parties can receive the information they need for their activity.

Top management ensures that:

- Resources and training are in place to support accessibility in learning environments;
- reasonable accommodation is provided for learners with special needs to promote equitable access to facilities and the educational environments as other learners.

5.2 Policy:

5.2.1 Developing the policy:

Top management establishes, review and maintain an educational organization policy

ZIMCA Vision

To be recognized as a student-centric institute through value-based quality education

ZIMCA Mission

Emerge as a remarkable facilitator for enhancing employability quotient of young graduates through business management education, which eventually contributes decisively to sustainable economic growth

Strategic Goals:

- Endeavor to bridge the gap between Industry-Academic
- Impart updated knowledge of business management through interactive research
- Develop and Hone business acumen and managerial skills through a holistic approach
- Provide a nurturing environment to foster the entrepreneurial spirit

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ZIMCA is committed to a culture of redefining excellence and quality enhancement through a process of continuous quality improvement in all our endeavors comprises teaching- Learning- evaluation, research, consultancy, and continuing education in order to development of well competent and resilient professionals and remain focused in incubation and promotion of entrepreneurial spirit, eventually contributing substantially to nation-building.

5.2.2 Communicating the policy

The educational organization policy is made available and maintained as documented information;

It is communicated by display, training.

It is ensured that it is understood and applied within the organization;

It is made available to relevant interested parties, as appropriate.

5.3 Organizational roles, responsibilities and authorities

Top management ensures that the responsibilities and authorities for relevant roles are assigned and communicated within the organization.

Refer Annex –4 -Organizational Chart

Top management assigns the responsibility and authority for:

- a) ensuring that the EOMS conforms to the requirements of this document;
- b) ensuring that the educational organization policy is understood and implemented;
- c) ensuring that the processes of the EOMS deliver their intended outputs;
- d) reporting on the performance of the EOMS and on opportunities for improvement (see 10.1) to top management (see 9.3.2);
- e) ensuring the promotion of a focus on learners and other beneficiaries throughout the organization;
- f) ensuring that the integrity of the EOMS is maintained when changes to the EOMS are planned and implemented;
- g) managing the organization's communications (see 7.4);
- h) ensuring that all learning processes are integrated, regardless of method of delivery;
- i) control of documented information (see 7.5);
- j) Managing the requirements of learners with special needs.

This responsibility is assigned to ZIMCA EOMS Leader and IQAC

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6.1 Actions to address risks and opportunities:

6.1.1 When planning for the EOMS: ZIMCA considers the issues referred to in 4.1 and the requirements referred to in 4.2 and 4.4 and determine the risks and opportunities that need to be addressed to:

- a) give assurance that the EOMS can achieve its intended outcome(s);
- b) enhance desirable effects;
- c) prevent, mitigate or reduce, undesired effects;
- d) Achieve continual improvement.

6.1.2 ZIMCA plans:

- a) actions to address these risks and opportunities;
- b) how to:
 - integrate and implement the actions into its EOMS processes (see Clause 8);
 - evaluate the effectiveness of these actions.

Actions taken to address risks and opportunities are proportionate to the probability of occurrence and potential impact on the conformity of products and services.

Refer Annex – 5 – Risk Assessment and Mitigation plan.

6.2 Educational organization objectives and planning to achieve them

6.2.1 ZIMCA establishes educational organization objectives at relevant functions, levels, and processes needed for the EOMS.

The educational organization objectives are:

- a) consistent with the educational organization policy;
- b) measurable (if practicable);
- c) take into account applicable requirements;
- d) relevant to the conformity of products and services and to the enhancement of learner, staff and other beneficiary satisfaction;
- e) continually monitored;
- f) communicated;
- g) Updated as appropriate.

ZIMCA maintain and retain documented information on the educational organization objectives and the achievement of them.

6.2.2 When planning how to achieve its educational organization objectives, ZIMCA determines, and outline in its strategic plan:

The institutional objectives for each academic year defined every year in CDC meeting and GB approve the same in the GB meeting.

- a) what will be done;
- b) what resources will be required;
- c) who will be responsible;
- d) when it will be completed;
- e) how the results will be evaluated

Refer Annex – 6 – ZIMCA Objectives /Goals and action plan.

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6.3 Planning of changes

Where ZIMCA determines the need for changes to the EOMS, the changes shall be carried out in a planned manner (see 4.4).

ZIMCA considers:

- a) the purpose of the changes and their potential consequences;
- b) the integrity of the EOMS;
- c) the availability and readiness of internal resources;
- d) the allocation or reallocation of responsibilities and authorities;
- e) The availability and readiness of external providers needed to implement the change.

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7.1 Resources

7.1.1 General

7.1.1.1 ZIMCA determines and provides the resources needed for the establishment,

Implementation, maintenance and continual improvement of the EOMS, in such a way that they sustainably enhance:

- a) learner engagement and satisfaction through activities that improve learning and promote the achievement of learning outcomes;
- b) staff engagement and satisfaction through activities to improve staff competencies to facilitate learning;
- c) other beneficiary satisfaction, through activities that contribute to the social benefits of learning.

7.1.1.2 ZIMCA determines and monitors which resources will be provided by:

- a) the organization;
- b) External providers.

ZIMCA takes into account the needs of learners with special needs and shall ensure that a variety of accessibility requirements are anticipated.

7.1.2 Human resources

7.1.2.1 Human resources include as applicable:

- a) staff employed by the organization;
- b) volunteers and interns working with or contributing to the organization;
- c) staff of external providers working with or contributing to the organization.

7.1.2.2 ZIMCA:

- a) determines and provides the human resources necessary for the effective implementation of its EOMS and for the operation and control of its processes;
- b) determines, implements and publish recruitment or selection criteria, which shall be available to relevant interested parties;
- c) Maintains documented information on the process used for recruitment or selection, and retains documented information on the results of the recruitment.

The institution keenly processes the recruitment of staff within the above levels. The institution determines and provides the required human resources for the effective implementation of its EOMS and for the operations and process controls.

To select competent human resources, the institute determines and deployed a selection and recruitment process and criteria to ensure that the same is available for interested parties.

The institute determines for the development of necessary competence of the personnel performing work for every position in teaching and non-teaching categories. The qualifications and experience required as eligibility criteria for various positions are established as per the regulatory and funding agencies like UGC, AICTE, Government of Maharashtra (DTE) and others.

Wherever applicable and whenever needed, training is planned and delivered accordingly to various categories of employees to achieve the necessary competence in the activities being performed by them. The institute organizes various training program, faculty development program, short term programs, and conferences for the employees and also provides financial

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assistance to the employees for these activities. The institute encourages the research and development activities by providing financial resources and facilities to the faculties, and research scholars.

7.1.3 Facilities:

7.1.3.1 The facilities include, as applicable, the following facilities that meet learner requirements:

- a) buildings, and grounds;
- b) equipment including hardware and software;
- c) Utilities.

7.1.3.2 ZIMCA:

- a) Determines, provides and maintains safe facilities:
 - 1) that are suitable for human resources to support learners' development of competence;
 - 2) that enhance learners' development of competence;
- b) Ensure that the dimensions of the facilities are adequate to the requirements of those using them.

7.1.3.3 The institute ensures the availability of infrastructure and facilities for:

- 1) Teaching-learning, Self-learning, and implementing knowledge process for institutional human resource and learner, to develop and enhance competence

Rest and recreation schedule to acquire adequate time for maintenance and restructure or renovate the building infrastructure, and/or technical facilities.

7.1.4 Environment for the operation of educational processes:

The institute has developed a healthy and Conducive environment for its operations. The state-of-art infrastructure, proper office set-up, behavioral policy (code of conduct) plays a vital role in the maintenance of the requisite operations environment. The organization abides to provide and maintain a suitable environment to promote the overall well-being of overall stakeholders by considering:

- 1) Psychological factors consist of work demands, influence at work, possibilities for development, commitment to workplace, rewards, role clarity of leadership, etc.
- 2) Physical factors include environmental factors like temperature, workplace luminous, humidity, ventilation, hygiene, and noise, etc.

7.1.5 Monitoring and measuring resources:

7.1.5.1 General:

ZIMCA determines and provides the resources needed to ensure valid and reliable results when monitoring or measuring is used to verify the conformity of products and services to requirements.

ZIMCA ensures that the resources provided:

- a) are suitable for the specific type of monitoring and measurement activities being undertaken, i.e. adequate to the target, the type, method of educational delivery and duration of the educational service;
- b) Are maintained to ensure their continued fitness for their purpose.

ZIMCA retains appropriate documented information as evidence of fitness for the purpose of monitoring and measurement resources.

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7.1.5.2 Measurement traceability:

When measurement traceability is a requirement or is considered by ZIMCA to be an essential part of providing confidence in the validity of measurement results, measuring resources are:

- a) verified or calibrated, or both, at specified intervals, or prior to use, against measurement standards traceable to international or national measurement standards; when no such standards exist, the basis used for calibration or verification are retained as documented information;
- b) identified in order to determine their status;
- c) Safeguarded from adjustments, damage or deterioration that would invalidate the calibration status and subsequent measurement results.

ZIMCA determines if the validity of previous measurement results has been adversely affected when measuring equipment is found to be unfit for its intended purpose, and take appropriate action as necessary.

7.1.6 Organizational knowledge:

7.1.6.1 General:

ZIMCA determines the knowledge necessary for the operation of its processes and to achieve conformity of products and services. This knowledge is maintained and made available to the extent necessary. When addressing changing needs and trends, ZIMCA considers its current knowledge and determine how to acquire or access any necessary additional knowledge and required updates.

ZIMCA encourage the exchange of knowledge between all educators and staff, particularly amongst peers.

7.1.6.2 Learning Resources:

ZIMCA provides learning resources, as appropriate, and shall make them available where and when needed. The learning resources are:

- a) reflect the needs and requirements of learners, other beneficiaries and educators;
- b) be reviewed at planned intervals to ensure they are up to date;
- c) be cataloged and referenced.

ZIMCA respect intellectual property requirements and encourages reusability of resources.

7.2 Competence:

7.2.1 General:

ZIMCA:

- a) determines the necessary competence of person(s) doing work under its control that affects its educational organization performance;
- b) ensures that these persons are competent on the basis of appropriate education, training, or experience;
- c) establishes and implements methods for evaluating the performance of staff;
- d) where applicable, take actions to acquire the necessary up to date competence, and evaluate the effectiveness of the actions taken;
- e) take actions to support and ensure the continual development of relevant staff competence;
- f) Retains appropriate documented information as evidence of competence.

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- e) take actions to support and ensure the continual development of relevant staff competence;
- f) retains appropriate documented information as evidence of competence.

7.2.2 Additional requirements for special needs education

ZIMCA supplies resources to support educators by:

- a) ensuring that all educators and staff having contact with learners with special needs have appropriate specialized training, which can include:
 - 1) meeting the learning needs of learners who have different requirements;
 - 2) differentiated instruction and assessment;
 - 3) instructional scaffolding;
- b) Providing access to a network of specialists.

7.3 Awareness:

ZIMCA ensures that relevant persons doing work under the organization's control are aware of:

- a) the educational organization policy and strategy, and relevant EOMS objectives;
- b) their contribution to the effectiveness of the EOMS, including the benefits of improved educational organization performance;
- c) the implications of not conforming with the EOMS requirements.

7.4 Communication:

7.4.1 General:

ZIMCA determines the internal and external communications relevant to the EOMS, including:

- a) on what it will communicate;
- b) why to communicate;
- c) when to communicate;
- d) with whom to communicate;
- e) how to communicate;
- f) Who communicates.

7.4.2 Communication purposes:

Internal and external communication has the purpose of:

- a) seeking the opinion or consent of relevant interested parties;
- b) conveying to interested parties relevant, accurate and timely information, consistent with the organization's mission, vision, strategy, and policy;
- c) Collaborating and coordinating activities and processes with relevant interested parties within the organization.

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7.4.3 Communication arrangements:

7.4.3.1 ZIMCA determines and implements effective arrangements for communicating with learners and other interested parties in relation to:

- a) organizational policy and strategic plan;
- b) design, content, and delivery of educational products and services;
- c) inquiries, application, admission, or registration;
- d) learners' performance data, including results of the formative and summative assessment;
- e) Learner and interested parties' feedback, including learner complaints and learners/interested parties' satisfaction surveys.

ZIMCA informs to the learners and other beneficiaries about external contact points in case of unresolved issues like information about university tribunal, Anti-Ragging ombudsman, etc.

7.4.3.2 at planned intervals, ZIMCA:

- a) monitors the implementation of its communication efforts;
- b) Analyze and improve the communication plan based on the results of monitoring.

ZIMCA retains documented information of the communication process.

Refer Annex – 7 – Communication Matrix.

7.5 Documented information:

7.5.1 General:

ZIMCA's EOMS includes:

- a) documented information required by this document;
- b) documented information determined by the organization as being necessary for the effectiveness of the EOMS.

7.5.2 Creating and updating:

When creating and updating documented information, ZIMCA ensures appropriate:

- a) identification and description (e.g. a title, date, author, or reference number);
- b) format (e.g. language, software version, graphics) and media (e.g. paper, electronic), taking into account the accessibility requirements of persons with special needs;
- c) review and approval for suitability and adequacy.

7.5.3 Control of documented information

7.5.3.1 Documented information required by the EOMS and by this document are controlled to ensure:

- a) it is available and suitable for use, where and when it is needed;
- b) it is adequately protected (e.g. from loss of confidentiality, improper use, or loss of integrity, or unintended alterations).

7.5.3.2 For the control of documented information, ZIMCA address the following activities, as applicable:

- a) distribution, access, retrieval, and use;
- b) protection and security, including redundancy;
- c) storage and preservation, including preservation of legibility;
- d) control of changes (e.g. version control);
- e) retention and disposition;
- f) ensuring confidentiality;
- g) prevention of the unintended use of obsolete documented information.

Documented information of external origin determined by ZIMCA to be necessary for the planning and effective operation of the EOMS is identified, as appropriate, and controlled.

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The controls established are maintained as documented information. Refer SOP Control of Documents

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8.1 Operational planning and control

8.1.1 General

ZIMCA plans, implements, and controls the processes (see 4.4) needed to meet requirements for the provision of educational products and services, and to implement the actions determined in 6.1, by:

- a) determining requirements for the educational products and services;
- b) establishing criteria for the processes;
- c) determining the resources needed to achieve conformity to the educational product and service requirements;
- d) implementing control of the processes in accordance with the criteria;
- e) determining and keeping documented information to the extent necessary:
 - 1) to have confidence that the processes have been carried out as planned;
 - 2) to demonstrate the conformity of educational products and services to their requirements.

The output of this planning is suitable for ZIMCA's operations.

ZIMCA controls planned changes and reviews the consequences of unintended changes, taking action to mitigate any adverse effects, as necessary. ZIMCA ensures that outsourced processes are controlled

8.1.2 Specific operational planning and control of educational products and services:

ZIMCA plans the design, development and expected outcomes of the educational products and services, including:

- a) learning outcomes;
- b) ensuring appropriate and accessible teaching methods and learning environments;
- c) defining criteria for learning assessment;
- d) conducting a learning assessment;
- e) defining and conducting improvement methods;
- f) providing support services.

8.1.3 Additional requirements for special needs education:

ZIMCA:

- a) shows flexibility to support the learner co-construction of the learning process based on skills, abilities and interest, including approaches such as:
 - 1) adaptive instruction;
 - 2) accelerated or enriched content;
 - 3) allowing enrolment in two distinct programs or educational organizations;
 - 4) individually tailored measures;
 - 5) curriculum adjustment or modification of the education program to match the learner
 - 6) specific profile, above or below the default age-appropriate grade or level expectations for a particular subject or course;
 - 7) recognition of prior learning and experience;
- b) facilitate a team environment with adequate resources to support individual learners to meet their optimal potential;
- c) provide linkages to workplace opportunities;
- d) ensure the provision of healthy and nutritious meals as necessary.

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8.2 Requirements for the educational products and services

8.2.1 Determining the requirements for the educational products and services

When determining the requirements for the educational products and services to be offered to learners and other beneficiaries, ZIMCA ensures that the requirements for the educational products and services are defined, including:

- a) those considered necessary by the organization due to its policy and strategic plan;
- b) those resulting from needs analysis that is performed to determine requirements of (current and potential future) learners and other beneficiaries, in particular, those with special needs;
- c) those resulting from international demands and developments;
- d) those resulting from the labor market;
- e) those resulting from research;
- f) Applicable health and safety requirements.

ZIMCA ensures it can meet the claims made for the educational products and services it offers.

8.2.2 Communicating the requirements for the educational products and services

Commencing with, or prior to the delivery of the educational products and services, ZIMCA notify the learners and other relevant interested parties, and where appropriate, check their understanding of:

- a) the purpose(s), format and content of the educational products and services being provided, including the instruments and criteria to be used for evaluation;
- b) the commitments, responsibilities, and expectations placed on the learners and other beneficiaries;
- c) the means by which the learning achieved and assessed will be recognized and retained as documented information;
- d) the methods to be used in case of interested party dissatisfaction or disagreement between any interested party and the EOMS;
- e) who will support learning and evaluation, and how it will be supported;
- f) any costs involved, such as tuition fees, examination fees, and the purchase of learning materials;
- g) any prerequisites, such as required skills (including ICT skills), qualifications and professional experience.

8.2.3 Changes to requirements for the educational products and services:

ZIMCA ensures that relevant documented information is amended and that relevant interested parties are made aware of the changed requirements when the requirements for educational products and services are changed.

8.3 Design and development of educational products and services:

At present ZIMCA is not involved in the Design development of the educational products and services. Whenever it becomes applicable appropriate systems will be established.

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8.4 Control of externally provided processes, products, and services:

8.4.1 General:

The Processes to avail external services and products is the centralized at ZES hence, ZES ensures that externally provided processes, products, and services conform to requirements

ZIMCA determines the controls to be applied to externally provided processes, products and services when:

- a) products and services from external providers are intended for incorporation into ZIMCA's own products and services;
- b) products and services are provided directly to the learners or other beneficiaries by external providers on behalf of ZIMCA;
- c) a process, or part of a process is provided by an external provider as an outcome of a decision by ZIMCA.

ZIMCA determines and applies criteria for the evaluation, selection, monitoring of performance, and re-evaluation of external providers, based on their ability to provide processes or products and services in accordance with requirements. ZIMCA retains documented information of these activities and any necessary actions arising from the evaluations.

8.4.2 Type and extent of control:

ZIMCA ensures that externally provided processes, products, and services do not adversely affect the organization's ability to consistently deliver conforming products and services to its learners and other beneficiaries.

ZIMCA:

- a) ensures that externally provided processes remain within the control of its EOMS;
- b) defines both the controls that it intends to apply to an external provider and those it intends to apply to the resulting output;
- c) takes into consideration:
 - 1) the potential impact of the externally provided processes, products and services on ZIMCA's ability to consistently meet learner and other beneficiary requirements;
 - 2) the effectiveness of the controls applied by the external provider;
- d) Determine the verification or other activities necessary to ensure that the externally provided processes, products, and services meet requirements.

8.4.3 Information for external providers:

ZIMCA ensures the adequacy of requirements prior to their communication to the external provider.

ZIMCA communicate to external providers its requirements for:

- a) the processes, products, and services to be provided;
- b) the approval of:
 - 1) products and services;
 - 2) methods, processes, and equipment;
 - 3) the release of products and services;
- c) competence, including any required qualification of persons;
- d) the external provider's interactions with the organization;
- e) control and monitoring of the external provider's performance to be applied by the organization;
- f) verification or validation activities that the organization, or its learners and other beneficiaries, intend to perform at the external provider's premises.

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8.5 Delivery of educational products and services:

8.5.1 Control of delivery of the educational products and services:

8.5.1.1 General:

ZIMCA implements service provision under controlled conditions. Controlled conditions include, as applicable:

- a) the availability of documented information that defines:
 - 1) the characteristics of the educational products to be produced, the educational services to be provided, or the activities to be performed;
 - 2) the results to be achieved;
- b) the availability and use of suitable and validated monitoring and measuring resources;
- c) the implementation of monitoring and measurement activities, including the consideration of complaints, other feedback and the results of formative assessment at appropriate stages, in order to verify that criteria for control of processes or outputs and acceptance criteria for educational products and services have been met;
- d) the use of suitable infrastructure and environment for the operation of processes;
- e) the appointment of competent persons, including any required qualification (see 7.2);
- f) the validation, and periodic revalidation, of the ability to achieve planned results of the processes for production and service provision, where the resulting output cannot be verified by subsequent monitoring or measurement;
- g) the implementation of actions to prevent human error;
- h) the implementation of release, delivery, and post-delivery activities.

8.5.1.2 Admission of learners:

8.5.1.2.1 Pre-admission information

ZIMCA ensures that before learners are admitted, they are provided with:

- a) adequate information that takes into account organizational requirements and professional requirements, as well as the ZIMCA's commitment to social responsibility;
- b) adequate and clear information about:
 - 1) the intended learning outcomes, career perspectives, educational approach;
 - 2) the participation of learners, and other beneficiaries as appropriate, in their educational process;
 - 3) the admission criteria and costs of the educational product or service.

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8.5.1.2.2 Conditions for admission:

ZIMCA establish a process for the admission of learners. In addition to the requirements in 4.4.1, the process:

- a) establishes admission criteria that conform to:
 - 1) ZIMCA requirements;
 - 2) requirements from the professional field;
 - 3) requirements due to the content of the program and/or pedagogical approach;
- b) ensures that admission criteria and processes are applied uniformly for all learners;
- c) maintained as documented information;
- d) be publicly available;
- e) ensure the traceability of each admission decision;
- f) retains documented information as evidence of admission decisions.

8.5.1.3 Delivery of educational products and services:

ZIMCA establishes processes for:

- a) teaching;
- b) facilitation of learning;
- c) Administrative support of learning.

8.5.1.4 Summative assessment:

ZIMCA:

- a) ensures that methods to detect plagiarism and other malpractices are in place and are communicated to learners;
- b) ensures the traceability of grades, such that an objective connection can be identified between learner work presented and the grade assigned;
- c) retains documented information of the assessment as evidence of the grades assigned;
- d) makes the retention period of such documented information publicly available.

8.5.1.5 Recognition of assessed learning:

ZIMCA ensures that after summative assessments:

- a) learners are informed of the outcomes of the assessment activity and grade;
- b) learners are given the opportunity to appeal or ask for rectification of the outcomes of the assessment activity and grade;
- c) learners have full access to their work and its detailed assessment, as well as opportunities for feedback;
- d) evidence of the outcomes of the assessment is issued to the learner as documented information;
- e) the reasons for the decision on grading and final assessment are retained as document edinformation;
- f) the documented information is retained for a specified retention period;
- g) the retention period of such documented information is publicly available.

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8.5.1.6 Additional requirements for special needs education:

8.5.1.6.1 with input from learners and other interested parties, an organization's management, teaching and support staff can identify steps to improve the accessibility of educational services. ZIMCA apply reasonable judgment as to what might be possible during a specific time frame.

8.5.1.6.2 With respect to delivery of learning, ZIMCA:

- a) employs differentiated instruction strategies that are targeted to learners in the classroom;
- b) uses approaches recommended for learners with special needs to encourage the development of self-awareness, self-regulation, and metacognition;
- c) balances the needs of the learner, the educator, the requirements of the course, the context(environment) within larger frameworks (e.g. curricular requirements, national values);
- d) flexibly implement individualized measures, as applicable, including:
 - 1) curriculum modification;
 - 2) fostering self-directedness and independence;
 - 3) Tutor and mentorships.

8.5.1.6.3 With respect to the assessment of learning, ZIMCA:

- a) provides multiple and diverse opportunities for learners to demonstrate their mastery of the topics of instruction;
- b) ensures instruction provides scaffold activities and assessments that allow learners to build and demonstrate their learning;
- c) Flexibly implement individualized measures, as applicable, including adequate evaluation methods.

8.5.1.6.4 Individual learners who require specific assistance with learning in order to achieve the agreed-upon learning outcomes shall be accommodated in a manner that balances learner requirements, the integrity of the learning outcomes, and capacity of the ZIMCA.

8.5.2 Identification and traceability:

ZIMCA ensures identification and traceability with respect to:

- a) the progress of learners through the organization;
- b) the study and employment paths of those who graduate or complete a course or program of the study, where applicable;
- c) output from the work of staff in terms of:
 - 1) what was done;
 - 2) when;
 - 3) by whom.

8.5.3 Property belonging to interested parties:

ZIMCA exercises care with property belonging to any interested party while it is under the control of or being used by, the educational organization. ZIMCA identifies, verify, protect and safeguard any property provided for the use and obtain consent, where required if the property is incorporated into educational products and services.

When the property of an interested party is lost, damaged or otherwise found to be unsuitable for use, ZIMCA reports this to the relevant interested party and take appropriate corrective actions (see 8.5.5 and 10.2) and retain documented information on what has occurred.

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8.5.4 Preservation:

ZIMCA preserves the outputs during production and service provision, to the extent necessary to ensure conformity to requirements.

8.5.5 Protection and transparency of learners' data

ZIMCA establishes a method to deal with the protection and transparency of learners' data and maintain it as documented information. The method establishes:

- a) what learner data are collected, and how and where they are processed and stored;
- b) who has access to the data;
- c) under which conditions learner data may be shared with third parties;
- d) how long the data are stored for.

ZIMCA only collects and shares learners' data with their explicit consent. ZIMCA gives learners and other interested parties access to their own data and the ability to correct or update their own data. ZIMCA takes all appropriate measures to ensure that learners' data can only be accessed by authorized persons. Technological protection measures are validated. ZIMCA gives learners and other interested parties access to their own data.

8.5.6 Control of changes in the educational products and services:

ZIMCA reviews and control changes for production or service provision, to the extent necessary to ensure continuing conformity with the requirements.

ZIMCA retains documented information describing the results of the review of changes, the person(s) authorizing the change, and any necessary actions arising from the review.

8.6 Release of the educational products and services:

The release of products and services to learners and other beneficiaries do not proceed until the planned arrangements have been satisfactorily completed unless otherwise approved by a relevant authority and, as applicable, by the learner and other beneficiaries.

ZIMCA retains documented information on the release of products and services. The documented information includes:

- a) evidence of conformity with the acceptance criteria;
- b) traceability to the person(s) authorizing the release.

8.7 Control of the educational nonconforming outputs:

8.7.1 ZIMCA ensures that outputs that do not conform to their requirements are identified and controlled to prevent their unintended use or delivery.

ZIMCA takes appropriate action based on the nature of the nonconformity and its effect on the conformity of educational products and services. This also applies to non-conforming educational products and services detected after delivery of products, during or after the provision of services.

8.7.2 ZIMCA deals with nonconforming outputs in one or more of the following ways:

- a) correction;
- b) segregation, containment, return or suspension of the provision of products and services;
- c) informing the learners or other beneficiaries;
- d) obtaining authorization for acceptance under concession.

Conformity to the requirements shall be verified when nonconforming outputs are corrected.

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8.7.3 ZIMCA retains documented information that:

- a) describes the delivery of the programs;
- b) describes any non-conforming outputs;
- c) describes the actions taken;
- d) describes the concessions obtained;
- e) identifies the authority deciding the action in respect of the nonconformity

9.1 Monitoring, measurement, analysis and evaluation:

9.1.1 General

ZIMCA determines:

- a) what needs to be monitored and measured;
- b) the methods for monitoring, measurement, analysis, and evaluation, as applicable, to ensure valid outcomes;
- c) the acceptance criteria to be used;
- d) when the monitoring and measuring shall be performed;
- e) when the results from monitoring and measurement shall be analyzed and evaluated.

ZIMCA retains appropriate documented information as evidence of the monitoring, measurement, analysis, evaluation and their results.

ZIMCA evaluates the educational organization performance and the effectiveness of the EOMS. People should be given an opportunity to critically review their own work in a reflective and constructive manner, as a contribution to their improvement.

9.1.2 Satisfaction of learners, other beneficiaries and staff:

9.1.2.1 Monitoring of satisfaction:

ZIMCA monitors the satisfaction of learners, other beneficiaries and staff, as well as their perceptions of the degree to which their needs and expectations have been fulfilled. ZIMCA determines the methods for obtaining, monitoring and reviewing, this information.

9.1.2.2 Handling of complaints and appeals:

ZIMCA establishes and maintains as documented information a method for handling complaints and appeals, and ensures this known to its interested parties (see 10.2). The method includes specifications for:

- a) communicating the method to all relevant interested parties;
- b) receiving complaints and appeals;
- c) tracking complaints and appeals;
- d) acknowledging complaints and appeals;
- e) performing an initial assessment of complaints and appeals;
- f) investigating the complaint and appeals;
- g) responding to the complaints and appeals;
- h) communicating the decision;
- i) closing complaints and appeals.

The method ensures the confidentiality of complainants and appellants and objectivity of investigators. ZIMCA retains documented information as evidence of the complaints or appeals received, as well as of their resolution.

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9.1.3 Other monitoring and measuring needs:

ZIMCA ensures that the following feedback is requested from and made available as appropriate to relevant interested parties:

- a) feedback on educational products and services;
- b) feedback on their effectiveness in achieving the agreed learning outcomes;
- c) Feedback on the ZIMCA's influence on the community.

ZIMCA monitors the level of feedback obtained and takes actions to increase it where it is not sufficient.

9.1.4 Methods for monitoring, measurement, analysis, and evaluation

9.1.4.1 ZIMCA determines:

- a) the methods for obtaining, monitoring and reviewing information on performance;
- b) targets against which this performance will be measured.

9.1.4.2 ZIMCA ensures that:

- a) the interested parties involved in or affected by the evaluation are identified;
- b) the persons conducting the evaluation are competent and objective;
- c) evaluation reports are transparent and clearly describe the educational products and services and their objectives, the findings, as well as the perspectives, methods, and rationale used to interpret the findings;
- d) the context (e.g. learning environment) in which the educational service is provided is examined in enough detail to enable influences on the educational service to be identified.

9.1.5 Analysis and evaluation:

ZIMCA analyses and evaluates appropriate data and information arising from monitoring and measurement.

The results of the analysis are used to evaluate:

- a) conformity of products and services;
- b) the degree of beneficiary satisfaction;
- c) the degree of staff satisfaction;
- d) the performance and effectiveness of the EOMS;
- e) if planning has been implemented effectively;
- f) the effectiveness of actions taken to address risks and opportunities;
- g) the performance of external providers;
- h) the need for improvements to ZIMCA's management system.

9.2 Internal audit:

9.2.1 ZIMCA conducts internal audits once in Year to provide information on whether the EOMS:

- a) conforms to:
 - 1) the ZIMCA's own requirements for its EOMS;
 - 2) the requirements of this document;
- b) is effectively implemented and maintained.

9.2.2 ZIMCA:

- a) plans, establish, implements and maintains an audit program(s), including the frequency, methods, responsibilities, planning requirements and reporting, which takes into

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consideration the EOMS' objectives, the importance of the processes concerned, feedback from relevant interested parties, and the results of previous audits;

- b) defines the audit criteria and scope for each audit;
- c) selects auditors and conduct audits to ensure objectivity and the impartiality of the audit process;
- d) ensures that the results of the audits are reported to relevant management;
- e) identifies opportunities for improvement;
- f) takes appropriate correction and corrective actions without undue delay;
- g) retains documented information as evidence of the planning and implementation of the audit program and the audit results. Auditors shall not audit their own work.

9.3 Management review:

9.3.1 General:

Top management reviews ZIMCA's EOMS and the strategy, at planned intervals, at least once per year, and update them accordingly to ensure its continuing suitability, adequacy and effectiveness.

9.3.2 Management review inputs:

The management review includes consideration of:

- a) the status of actions from previous management reviews;
- b) changes in external and internal issues that are relevant to the EOMS;
- c) information on the EOMS performance and effectiveness, including trends in:
 - 1) learner and other beneficiary satisfaction and feedback related to learner and another beneficiary requirements;
 - 2) the extent to which objectives have been met;
 - 3) process performance and conformity of products and services;
 - 4) nonconformities and corrective actions;
 - 5) monitoring and measurement results;
 - 6) audit results;
 - 7) the performance of external providers;
 - 8) formative and summative assessment outcomes;
- d) the adequacy of resources;
- e) the effectiveness of actions taken to address risks and opportunities (see 6.1);
- f) opportunities for continual improvement;
- g) staff feedback related to activities to enhance their competence.

9.3.3 Management review outputs:

The outputs of the management review include decisions related to:

- a) continual improvement opportunities;
- b) any need for changes to the EOMS;
- c) resource needs.

ZIMCA retains documented information as evidence of the results of management reviews.

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10.1 Nonconformity and corrective action:

10.1.1 When a non conformity occurs, ZIMCA:

- a) reacts to the nonconformity, and as applicable:
 - 1) takes action to control and correct it;
 - 2) deals with the consequences;
- b) evaluates the need for action to eliminate the causes of the nonconformity, in order that it does not recur or occur elsewhere, by:
 - 1) reviewing the nonconformity;
 - 2) determining the causes of the nonconformity;
 - 3) determining if similar nonconformities exist, or could potentially occur;
- c) implements any action needed;
- d) reviews the effectiveness of any corrective action taken;
- e) makes changes to the EOMS, if necessary.

Corrective actions are appropriate to the effects of the nonconformities encountered.

10.1.2 ZIMCA retains educational documented information as evidence of:

- a) the nature of the nonconformities and any subsequent actions taken, and
- b) the results of any corrective action.

10.2 Continual improvement

ZIMCA continually improves the suitability, adequacy, and effectiveness of the EOMS, taking into account relevant research and best practices.

ZIMCA considers the results of analysis and evaluation, and the outputs from management review, to determine if there are needs or opportunities that shall be addressed as part of continual improvement.

10.3 Opportunities for improvement:

ZIMCA determines and select opportunities for improvement and implements any necessary actions to meet learner and other beneficiary requirements and enhance the satisfaction of learners, other beneficiaries, staff, and other relevant interested parties, including external providers. These include:

- a) improving products and services to meet requirements as well as to address future needs and expectations;
- b) correcting, preventing or reducing undesired effects;
- c) Improving the performance and effectiveness of the EOMS.

***END OF MANUAL ***